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## ABSTRACT

Drug abuse and crime rates in the United States have surged to alarming levels in the 1990s and could increase to epidemic proportions if not addressed appropriately. The identification and evaluation of the programs that Idaho utilizes in fighting crime and reducing drug use are covered in this booklet. The report focuses on two different programs, but it argues that all programs must incorporate a comprehensive approach in utilizing prevention, treatment, prosecution, rehabilitation, incarceration, law enforcement, and interdiction if these youth problems are to be addressed successfully. Some of the problems discussed here include juvenile crime, juvenile victims, and drug trends. Following these descriptions of the problems are discussions of some corrective programs, including examples of curricula and objectives. The costs and the impact of prevention programs associated with drug use are likewise covered. The long-term effects, both good and bad, of interdiction efforts are presented, along with an analysis of the statistical versus social significance of the programs. Four appendices list drug-use prevention programs, research efforts, and internet sites dedicated to drug abuse resistance. (RJM)

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# Idaho

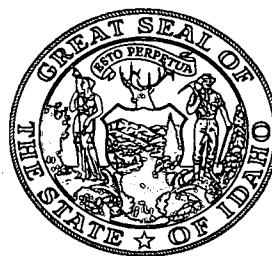
## Youth Report

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# 1996



Idaho Department of Law Enforcement  
- Evaluation Unit -

**IDAHO DEPARTMENT OF LAW ENFORCEMENT**  
**Robert L. Sobba, Director**

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**Evaluation Unit**

# **Idaho Youth Report 1996**

**“An Evaluation of Idaho’s Byrne Funded Youth Programs”**

**September 1996**

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# PREFACE

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The Bureau of Justice Assistance (BJA), through the Edward Byrne Memorial Grant Program, funds programs that serve the criminal justice community. This publication identifies and evaluates the types of programs Idaho utilizes in fighting crime, reducing drug use, and generally improving the welfare and opportunities of the children in Idaho.

Drug abuse and crime rates have surged upward in the previous decade to alarming levels that could increase to epidemic proportions and cripple our standard of living in Idaho and the United States, if not addressed appropriately. Most of the growth in drugs and crime have been attributed to our youth, requiring an in-depth analysis of how we can better focus and leverage our grant dollar in eliminating such social maladies. This report generally focuses on the Youth Diversion program, and DARE programs in Idaho. It also identifies all of the Byrne funded programs that are targeting the youth in our state.

These program strategies must incorporate a comprehensive approach in utilizing prevention, treatment, prosecution, rehabilitation, incarceration, law enforcement, and interdiction if we are to address the problems efficiently and successfully. This report describes why a complete spectrum of programs is necessary, while also evaluating the benefits and costs of the various approaches.

## **The Obstacle Our Kids Are Facing Today**

All of the data that exist today focus on the vulnerability of our youth. Drug abuse, crime, and victims of crime data show positive trends for the population as a whole. However, when you break the data down into demographic segments it represents a bleak picture for juveniles. Only among juveniles have the crime and drug use rates substantially increased during this decade. What is most alarming is the realization that these children will soon be adults searching for jobs and holding a higher order of citizenry. Criminologists have always identified a window of "at risk" demographics (the age at which one is most likely to commit a crime). The "Window of Risk" illustration (page-2) indicates that the offenders we arrest are getting younger every decade. It seems that our children are growing up far too quickly, creating complex problems for policy makers in addressing these alarming trends. We must first evaluate the data and trends in four separate components to get an accurate perspective of what the future holds for our children: **1- Juvenile Crime, 2-Juvenile Victims , 3-Juvenile Welfare, and 4-Drug Trends.**

### **1 - Juvenile Crime**

The most obvious data which must be analyzed is that which relates to the juvenile crime rate. Listed below are some of the most notable trends that have developed among our children in the last decade and in recent years. While these trends are among the most alarming, it cannot be

# The falling "Window of Risk"

Age

45 and up

-

35

-

24

-

17

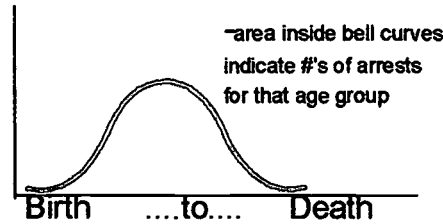
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10

-

Birth

# of criminal arrests



Juvenile programs in Idaho designed to prevent juvenile delinquency and drug abuse.



**"Cushioning the Fall"**

1985

1995

Youth  
Diversio

**D.A.R.E.**

\*Normal curves are smoothed averages representing the demographic distribution.

contested that the juvenile crime rate has grown rapidly, and is only gaining momentum.

- During the previous decade the number of juvenile homicide offenders has increased three times (300%), (OJJDP,1996).
- The data indicate the juvenile homicide rate is firearm related (OJJDP,1996).
- Between 1984 and 1994 nationally juvenile violent crime arrests surged 75%.
- Most of the juvenile violent crime arrests occurred since 1988 where violent crime arrests substantially increased (OJJDP,1996).
- At this rate the national juvenile violent crime rate will double by the year 2010 (OJJDP,1996).
- **In Idaho the juvenile violent crime arrest rate has risen 62% in the last decade, (SAC,1996).**

## **2 - Juvenile Victims**

While juvenile perpetrators are growing in numbers, the data also indicate the victims of most of our nation's crimes are mostly children. It seems the volatility of our children is being exploited by both juvenile and adult offenders.

- Between 1984 and 1994 the number of murdered children increased by 82% (OJJDP,1996).
- According to a recent prison inmate survey, juveniles victims commit 20% of all violent crimes (OJJDP,1996).
- In 1994 38% were murdered by acquaintance, 22% by a family member (OJJDP,1996).
- In 1984 handguns were used in 25% of murdered children; this rate increased up to 50% in 1994 (DOJ-PIS,1996).
- **In Idaho, just in the last year, child abuse has grown almost 10% (Idaho UCR,1996).**

## **3 - Juvenile Welfare**

Crime and drug abuse rates are good measures of our childrens' welfare, but there are several other indicators which influence the cycle of



violence and the future of our children. The data indicate that Idaho relative to the nation has fared quite well except for the high school dropout rate. However, when the trends are going in the wrong direction there is a need for concern (Data period 1985-1993).

- Teen Birth Rate                      - USA +23% in last decade.  
                                                 - ID +3%.
- Single-Headed Households       - USA +18% in last decade.  
                                                 - ID +6%.
- H.S. Dropout rate                   - USA -18% in last decade  
                                                 - ID +9% (Kids Count, 1996).

#### 4 - Drug Trends

With the general rise in crime rates and criminal behavior, it should be no surprise that illicit drug use has also increased. During the 1980's it appeared as if we were getting a handle on drug abuse. However, recent data indicate that in the 90's the abuse of drugs has surged upward both nationally and in Idaho. Much of this upward pressure is due to marijuana and methamphetamine use, while for the most part cocaine and heroine use have flattened out. Added to these concerns are the uncertainties of methamphetamine and the recent reports of the increased potency of marijuana. Studies indicate that the THC (tetrahydrocannabinol - marijuana potency measure) level in the late 70's rarely exceeded 1%, while today THC levels range from 6 to 12%, making marijuana substantially more dangerous than ever.

Along with the marijuana explosion is the massive growth in methamphetamine use in Idaho and throughout the West. To add to the concern the state of Washington's Pierce County Certified Meth Lab Team in recent months has investigated clandestine meth labs which can

produce large quantities of meth in hours, rather than days. These labs are popping up all over Idaho, making methamphetamine an easily procured drug.

- Drug use among juveniles has doubled in the past four years (1992 1.1 million users, 2.4 million users in 1996), with 11% saying they used drugs each month (USDHHS, 1996).
- Drug of Choice Marijuana cited by 8.2 percent of teenagers.
- In Idaho overall Drug Arrests have increased 4-fold in the last decade (1985-1995), from 1296 arrests to 4935 arrests in 1995. This is an average of 28% every year. However, notice the recent upturn last year the increase was 51%.
- In Idaho Juvenile Drug Arrests have doubled in the last decade (1985-1995), from 409 to 869 arrests in 1995. This is an average of 11% every year. However the recent upturn is even greater in Juveniles of 70% last year (Idaho UCR, 1996).

When linking drugs to crime we can expect our future crime rates for both juveniles and adults to increase. Of the 46,773 defendants convicted in federal courts in 1995, 15,861 or 34% were convicted of drug offenses (ONDCP, 1996). And of all the youth in Custody 23.4% of them were using illegal drugs at the time of their offense (BJS, 1991). These kinds of data exhibit how drug abuse in our children may lead them to a life of crime. With this barrage of statistical trends it is apparent that we still have many hurdles to overcome regarding the safety of our children

## **A Comprehensive Approach to Address Juvenile Delinquency**

Idaho has had the necessary foresight in addressing these complex juvenile problems by establishing a Department of Juvenile Corrections in 1995. Their prodigious efforts are desperately needed and should be

represented in future data collection.

The Byrne Map of Subgrantees (page-7) identifies Idaho's youth programs that receive Byrne funding to address juvenile drug use and crime prevention needs in Idaho. The programs represented in boxes are youth related projects which currently receive federal funding from Byrne.

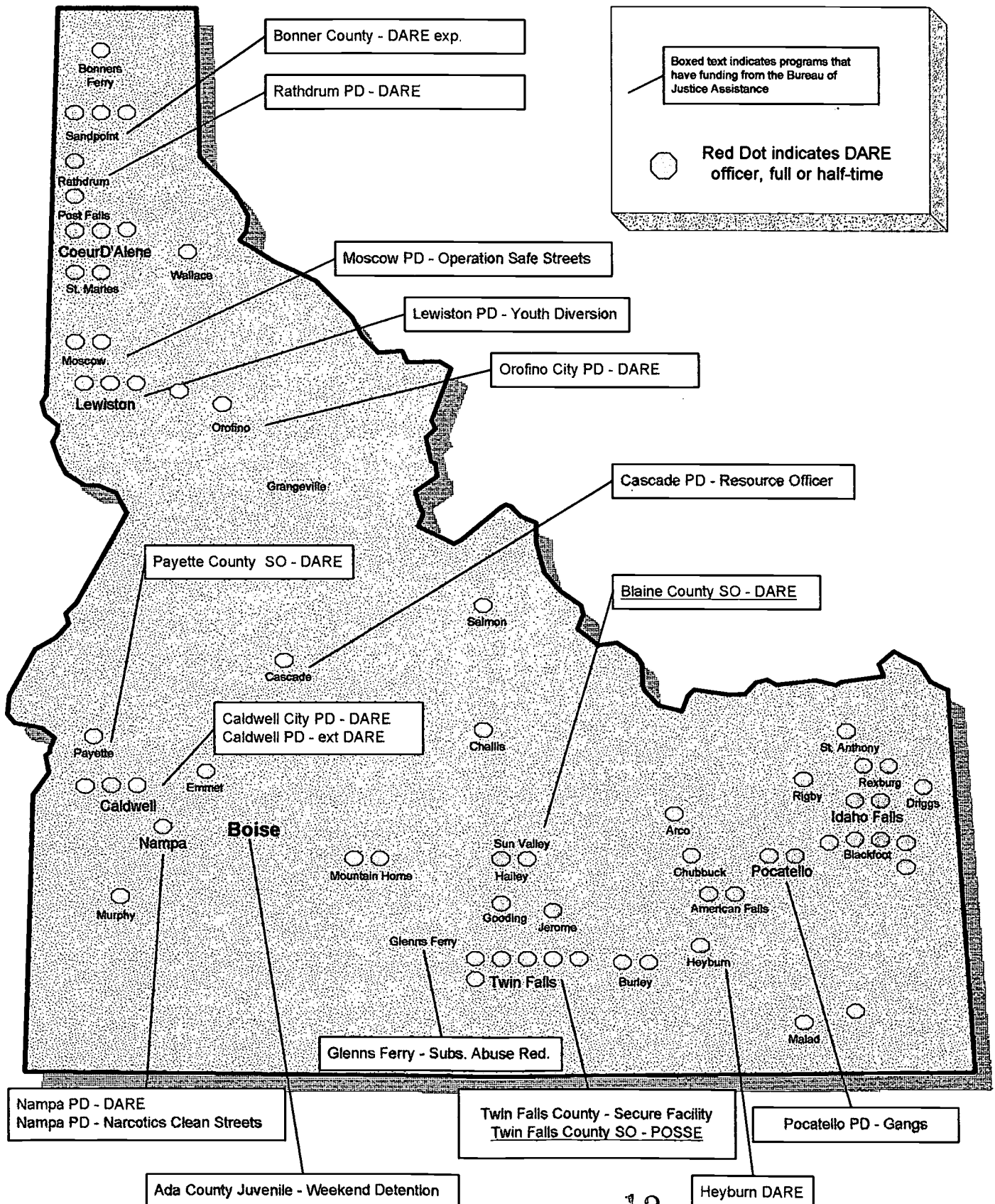
Idaho juvenile programs have components of prevention, treatment, law enforcement, prosecution, incarceration, interdiction, and rehabilitation. If we are to tackle the complex problems of juvenile crime and drug use in the 1990's we need to develop strategies and programs that work, and which simultaneously encompass each component.

In some cases an individual program incorporates several program strategies in their project. The **Operation Partnership** project in Twin Falls utilizes prevention, treatment, rehabilitation, life skills and incarceration to prepare juvenile offenders for a successful transition back into society. It is innovative programs like these which break the cycle of recidivism that is rampant in the criminal justice community today.

It is a high priority for the state of Idaho to ensure that these programs have a comprehensive evaluation component, emphasizing they are subject to independent evaluation by Idaho's Evaluation Unit. Idaho requires this evaluation component to identify, develop, and implement successful programs, and promote the extinction of ineffective programs. This report will exhibit some of the evaluative methods used by these programs, and also provide a comprehensive look at many of the national studies examining similar programs.

# Youth Byrne Subgrantees

FY1996



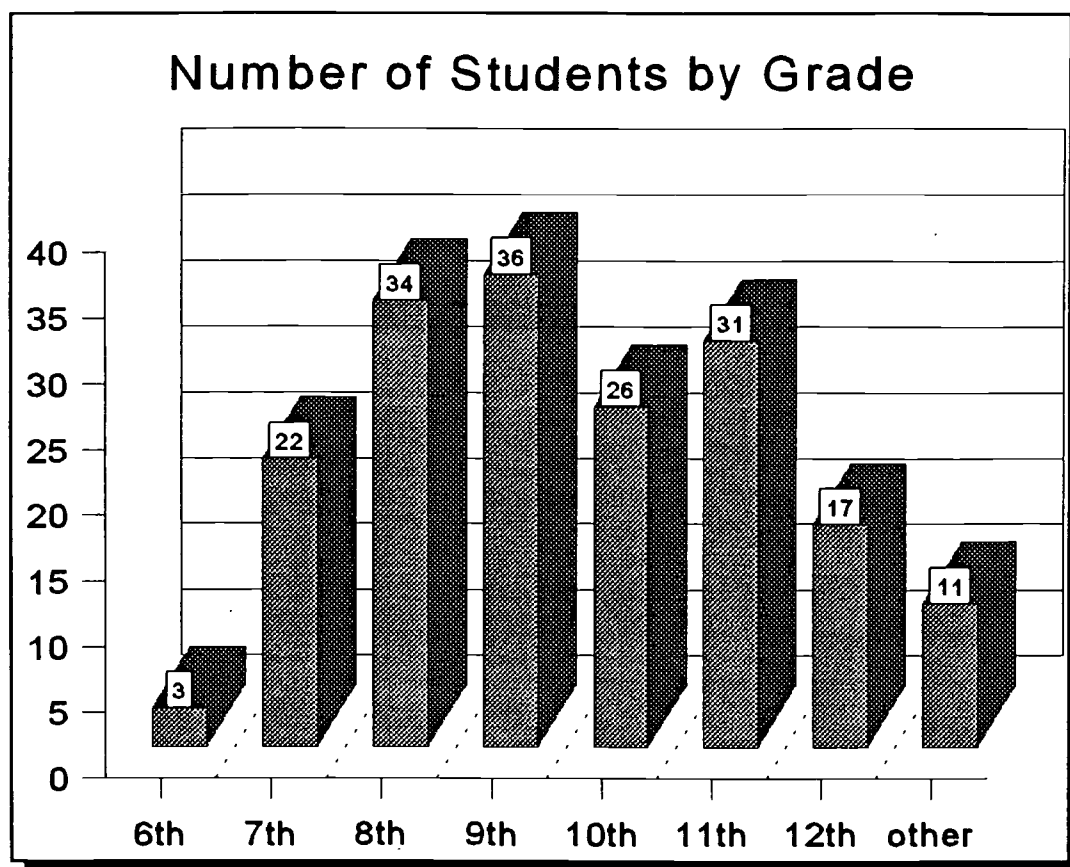
## **YOUTH DIVERSION**

One of the most innovative programs Idaho has developed in fighting crime and drug abuse among our juveniles is the YOUTH DIVERSION program in Lewiston, Idaho. This program provides a venue for kids to enjoy activities during the hours when their propensity to misbehave is highest. The Boys & Girls Club along with the Lewiston P.D. have collaborated on Youth Diversion since its inception in 1994. This program indirectly targets kids that may be considered "AT-RISK" Juveniles.

Unsupervised time is one of the many causes of Juvenile delinquency. The Youth Diversion Program opens up a gym on Friday and Saturday nights between 9:00 and 2:00 a.m. Administrators also actively seek out participants who have been congregating at late hours on weekends to come in and play basketball, volleyball and participate in a variety of other activities. To date over 400 children have participated in Youth Diversion and numerous others have been impacted by the program.

The Lewiston P.D., Boys & Girls Club, Department of Lands, Lewiston Fire Department, Idaho National Guard, Nez Perce County Department of Juvenile Corrections, and Operation GARD (Give-up Alcohol Related Driving) also collaborate on TEAM (Teen Emergency Awareness Member) Camp. This Youth Diversion sponsored camp occurs in a rural environment where students are shown the lifestyle and efforts it takes to become police officers, fire fighters, special agents, and other professionals. Through these successful collaborations Youth Diversion

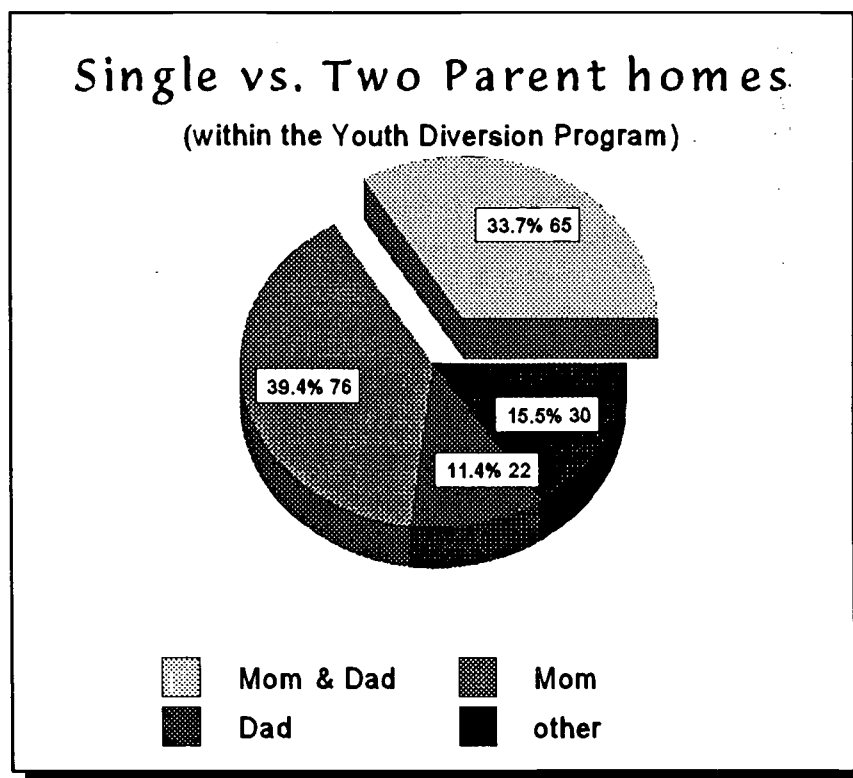
has received an abundance of community support and will continue to operate after Byrne funding.



The evaluation unit developed a database of the students who had attended in the first quarter of 1996 in order to define the demographic this program reaches. The ages range from the sixth grade to the twelfth grade (see illustration above). Also, the data indicate that most of the children come from single parents. A recent study indicated that the propensity to use drugs is highest for children of single fathers, and lowest for two-parent families. Youth Diversion influences all of these segments of youth. The program has reached a diverse population of



children throughout the Lewiston-Clarkston Valley, crossing all barriers of income and ethnicity. Gang coordinator Officer Jim Cain has noticed the gang activity has slowed since Youth Diversion has been implemented. During the recent year the County Youth Detention Center's populations have been lower. Youth Diversion is a prevention based program that serves to eliminate the probability of problems before they occur, a cost-effective way of fighting juvenile crime. It is innovative programs like Youth Diversion which need to be incorporated within the Idaho strategy to combat juvenile delinquency and drug abuse.



## History of D.A.R.E.

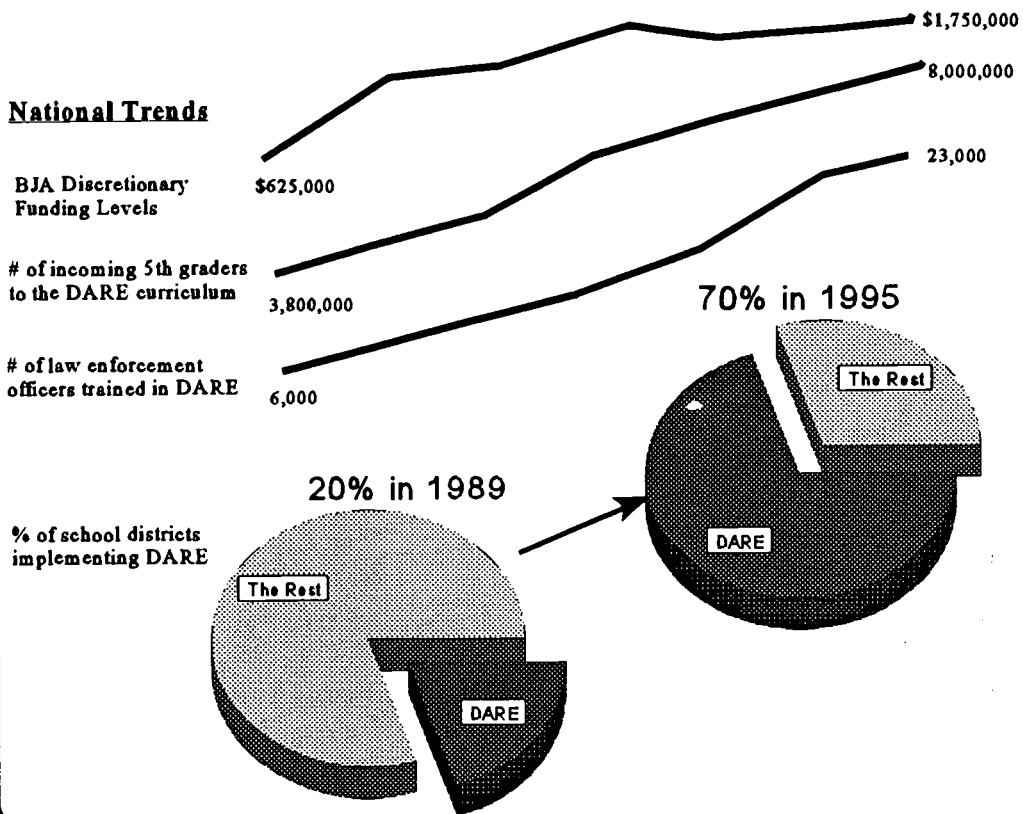
The explosion of cocaine abuse in the late 70's and early 80's preceded political and social pressures to develop preventive drug abuse programs to combat the poison of cocaine. Thus, in the 1980's an abundance of drug prevention efforts came on the scene. Most of these prevention based programs targeted youth. To leverage the drug prevention dollar, legislators mostly favored programs that were incorporated within the educational systems, since this is the venue where children can be reached in large numbers. These programs were designed to provide youth with knowledge about the consequences of alcohol, tobacco, and other drugs in a controlled environment like the classroom. The most popular of these school-based prevention programs was Project DARE: Drug Abuse Resistance Education. DARE is a collaboration between education and law enforcement. Today, DARE is the nation's most widely implemented school-based alcohol and drug education program. DARE has continued to grow with the collaboration and support of parents, educators, law enforcement, community leaders and policy makers (figure, page-12).

DARE was the brainchild of Los Angeles police chief Darryl Gates and Dr. Ruth Rich who developed the concept in 1983 in a cooperative effort between Los Angeles Police Department (LAPD) and the Los Angeles Unified School District (LAUSD). This innovative program provides schools with uniformed officers to teach a formal curriculum in the classroom.



## 1989 ----- to ----- 1995

### National Trends



## Objectives and Curriculum

The primary goals of DARE are to prevent substance abuse among schoolchildren and help them develop gang and violence resistance techniques:

- Acquiring the knowledge and skills to recognize and resist peer pressure to experiment with tobacco, alcohol, and other drugs.
- Enhancing self esteem.
- Learning assertiveness techniques.
- Learning about positive alternatives to substance use.
- Learning anger management and conflict resolution skills.

- Developing risk assessment and decision making skills.
- Reducing violence.
- Building interpersonal communications skills.
- Resisting gang involvement (BJA, 1996).

While the law enforcement officers are specifically trained in these DARE areas, they are still at all times in the presence of a certified teacher during lecturing, pursuant to DARE regulations.

The DARE curriculum has continuously evolved since 1983 to meet the needs of the dynamic nature of drug usage in today's children:

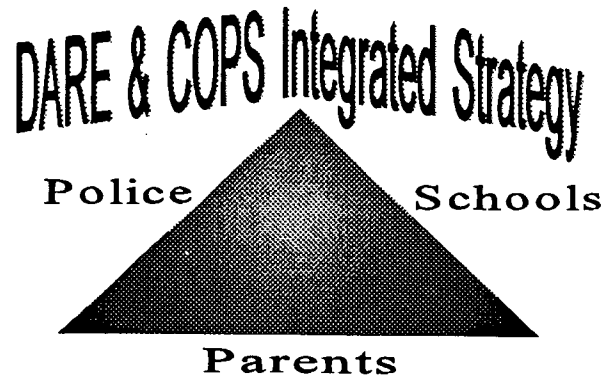
- Core Curriculum - Delivered by a DARE officer to 5th and 6th grade students, 1 lesson each week for 17 continuous weeks.
- Kindergarten through 4th grade visitations - These are used to assist in transitioning and introducing younger students to the DARE program.
- Junior High Curriculum - The junior high component emphasizes information and skills that enable students to resist peer pressure and negative influences, and assist them in making personal choices.
- Senior High Curriculum - The senior high curriculum focuses on the everyday situations that high school students encounter.
- Special Education Curriculum - Specially trained officers teach the 17 week core curriculum in special classrooms to children with learning disabilities and behavioral disorders.
- Parent Component - The Parent Component was developed to address the growing need for comprehensive family support and involvement in school programs. It is intended for any adult interested in ensuring health, safety, and development of life skills for children.
- DARE+ PLUS Component - This component was initiated in 1993 on a pilot basis at Marina del Rio School in Los Angeles, California. It was created as an extension of the basic DARE program in helping 6th, 7th, and 8th graders to remain involved in school and away from gangs, drugs, and violence (BJA,1996).

The DARE curriculum is designed to equip elementary, middle, and high school students with the appropriate skills to resist substance abuse, violence, and gangs. More than 22,000 DARE officers from 7,000 communities throughout the country have taught the core curriculum to more than 25 million elementary school students. In 1995 alone 5.5 million children representing 250,000 classrooms received the core curriculum. An additional 20 million students from Kindergarten through the 12th grade were positively impacted by DARE through visitations and other community events involving DARE (BJA, 1996).

## COPS & DARE Collaboration

Along with DARE's inception the Community Oriented Policing (COPS) program has emerged as an innovative force in fighting crime. The COPS program incorporates a major emphasis on problem-solving as an effective policing strategy. This strategy incorporates positive relationships, and the involvement with the community just as the acronym implies. The program originated from research by Herman Goldstein in the late 1970's, and

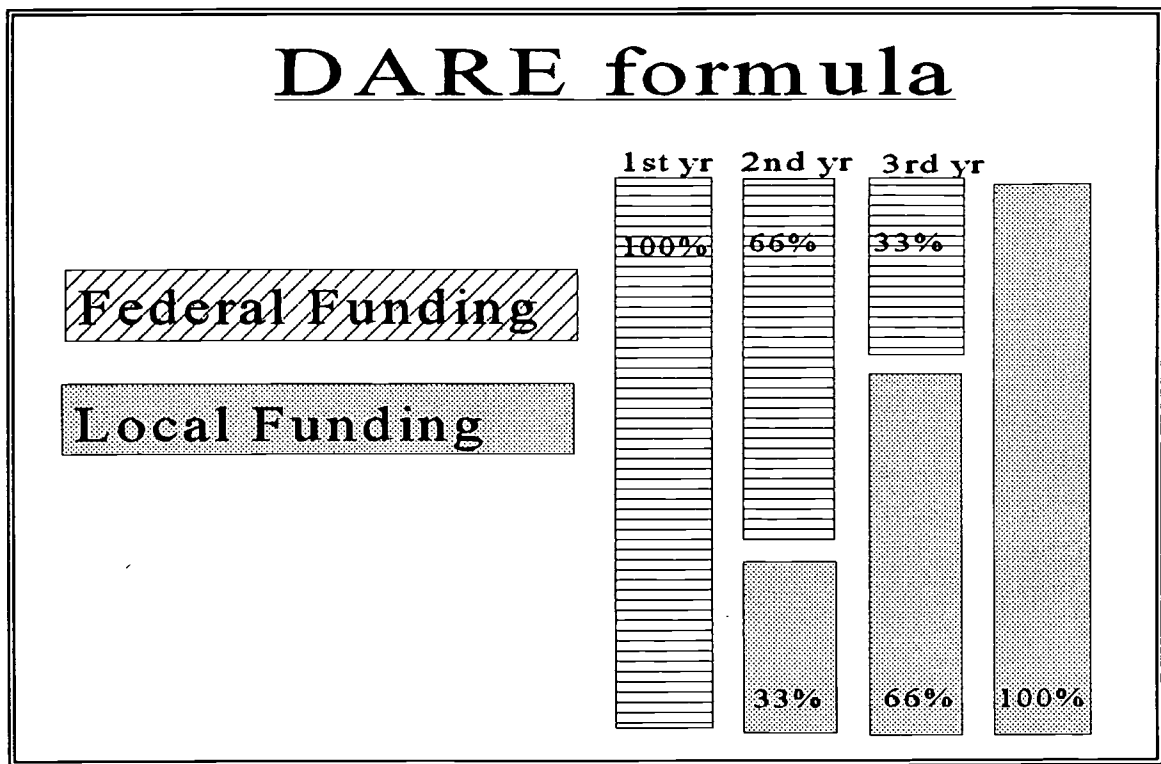
from experiments in Madison, Wisconsin; Baltimore County, Maryland; and Newport News, Virginia. It is obvious that many of the DARE strategies are embodied in the Community Oriented Policing



strategies. As does COPS, DARE plays an integral role in creating a positive liaison to the community. They each require strong relationships among police, schools, and parents, requiring simultaneous involvement for optimal effectiveness. It is this community and collaborative approach that makes DARE such a successful program in promoting not only drug resistance, but also gang resistance and community involvement.

## Byrne Formula Approach - The Idaho DARE Success Story

The Byrne programs are administered through federal funding of projects which is reduced annually, with the residual being supported by local funding. The rate of reduction and grant length are dependent upon the type of program. Below, the figure illustrates this feature for



DARE programs. The Byrne formula funding strategy of retaining programs within the state has proven successful. In Idaho, to date only 1 of the 25 Byrne created DARE programs has failed to continue their program after federal funding, a 96% success rate. The table on the following page identifies all the DARE programs in Idaho that the Byrne program has helped develop through federal funding. Without Byrne they may have never existed.

# Bureau of Justice Assistance Funding for DARE in Idaho

DARE PROJECTS	1990 BJA	1991 BJA	1992 BJA	1993 BJA	1994 BJA	1995 BJA	1996 BJA	TOTALS
American Falls Police Dept.		2,873.00	7,999.00	3,982.00				14,854.00
Benewah County Sheriff's Office		19,298.00	24,637.00					43,935.00
Bingham County Sheriff's Office	39,548.00	26,128.00	20,000.00	15,177.00				100,853.00
Blaine County Sheriff's Office							* 49,640.86	49,640.86
Bonner County Sheriff's Office		31,256.00	26,580.00	15,339.00		44,450.00	29,633.33	147,258.33
Bonnors Ferry/Boundary County		21,500.00	20,000.00	13,433.00				54,933.00
Bonneville County & City		78,665.00	55,000.00	30,605.00				164,270.00
Cassia County				46,467.00	30,960.00	15,480.00		92,907.00
Caldwell Police Department					36,000.00	24,000.00	12,000.00	72,000.00
Caldwell Police Dept. (extended)						33,242.74	22,161.83	55,404.57
Hayburn Police Department						24,000.00	16,000.00	40,000.00
Jefferson County Sheriff's Office		27,500.00	20,000.00	11,486.00				58,986.00
Jerome County Sheriff's Office		39,960.00	20,000.00	15,303.00				75,263.00
Kootenai County Sheriff's Office	129,266.00	90,958.00	53,559.00	36,317.00				310,100.00
Moscow Police Department				45,981.00	30,654.00	15,327.00		91,962.00
Nampa Police Department					40,000.00	26,666.67	13,333.33	80,000.00
Nez Perce County/Lewiston PD	31,898.00	20,000.00	29,573.00	17,118.00				98,589.00
Orofino Police Department					36,000.00	24,000.00	12,000.00	72,000.00
Payette County Sheriff's Office					33,751.00	22,500.00	11,250.33	67,501.33
Pocatello/Chubbuck		69,247.00	55,000.00	27,649.00				151,896.00
Rethdrum Police Department						30,000.00	20,000.00	50,000.00
Rexburg Police Department					28,252.00	14,126.33		84,757.33
St. Anthony Police Department		21,590.00	23,590.00	11,051.00				56,231.00
Shoshone County Sheriff's Office				45,000.00	30,000.00	15,000.00		90,000.00
Teton County Sheriff's Office		2,625.00						2,625.00
Twin Falls Public Safety		78,134.00	76,324.00	28,486.00				182,944.00
Valley County Sheriff's Office				19,900.00	13,226.00	6,633.33		39,759.33
<b>TOTALS</b>	<b>200,712.00</b>	<b>529,734.00</b>	<b>432,262.00</b>	<b>425,673.00</b>	<b>278,843.00</b>	<b>295,426.07</b>	<b>136,378.82</b>	<b>2,348,669.75</b>

\*NEW PROJECT in 1996

DARE	
Total State Funds 1996	\$136,379
Total Federal Funds	\$2,348,670

## Local Research and Evaluation Efforts

Below are summaries or abstracts of a few research efforts involving Youth programs throughout Idaho. A comprehensive listing of national DARE evaluations can be found in Appendix B. Initially DARE research was mostly favorable, while recently much of the data seems to be inconclusive and adversarial to the DARE program. Recent evaluations may be skewed due to the volume of the drug problem in recent years, as well as other scientific shortcomings. Idaho research has indicated that DARE and other youth programs have positively impacted our communities. Later this report discusses how measuring prevention-based programs is complex and requires lengthy time series data.

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### Pocatello, Idaho DARE Evaluation

Reference: The Ifft Foundation, Ifft Social Science Methodology Lab, 1996.

Summary: The Ifft Foundation in Pocatello pursued a one-year study designed to determine the extent to which the DARE program is meeting their goals and objectives. The study utilized focus groups, consisting of Pocatello School District #25 personnel from every applicable school. The personnel included sixth grade teachers, counselors and administrators for every school in which the DARE program was involved.

Results: The focus group concluded that the DARE program has been an overall success. They also concluded that the most important tool to the success was the DARE officer himself. On the other hand they found many areas in need of improvement: 1) It was suggested that the officers must set standards and consistently apply them. 2) They must be provided with teaching skills that go beyond lecturing skills. 3) DARE officers must be adept at situations requiring judgements suitable to the needs of their students. 4) Officers must develop rapport with students, and the students must believe that DARE officers care about them. 5) It was also contended that the officers should be accountable to somebody within the Pocatello School District. While they found many areas for improvements



many of the participants argued that this was the best prevention program included in the school district's curriculum.

## Evaluations of PROJECT CONNECT 1995 and 1996

Reference: Kay L. Carter, Ph.D., Ada County Juvenile Court Services, 1995 & 1996.

**Abstract:** The study examined a program called Project Connect, which was designed for youth with identified or suspected drug/alcohol issues who were being diverted from or were on probation in a juvenile court. The program provided liaison and coordination services to probation officers, police officers, local drug/alcohol treatment providers and the schools, for youth referred into the program.

**1995:** The program coordinator, a licensed social worker, also developed and facilitated some of the specialized groups for youth in this program. Electronic monitoring, in-home detention, secure detention and probation violations were sanctions which were used with the youth in Project Connect.

During the two years of this study, 466 youth, ranging in age from 11 to 19 were referred into the program. There were 38% more males than females; only 3% of the youth in this study were known to belong to gangs. Ninety five percent of the youth in this study were Caucasian.

This study found that an average of 21% of the youth in this program successfully completed the terms of their probation, while an average of 15% remained on probation with no new charges during the period of this study. During the period of the study, 6% of new charges for youth in Project Connect were drug/alcohol charges.

An average of 61% of youth in this program were in both an educational program during the period of this study, as well as a variety of educational-therapeutic groups offered by the Court and other agencies. Sixty three percent of youth who successfully completed probation also successfully completed their groups.

Fifty four percent of youth referred into this program received drug/alcohol assessments. Twenty eight percent, however, successfully completed drug/alcohol treatment. Forty Six percent were non-compliant with recommended substance abuse treatment services.



Finally, 18% of youth in Project Connect were placed on Electric Monitoring and/or In-Home detention restrictions. A total of 2,853 days were used, days which might otherwise have been served in secure detention.

Probation officers, police officers and local drug/alcohol treatment providers have indicated that the program successfully increased communication among a variety of complex agencies, and assisted the community at large in monitoring, sanctioning and rehabilitating youth within the project.

1996: During the three years of this study , 702 youth, ranging in age 11 to 19 were referred into the program. There were significantly more males than females; and only 5% of the youth in this study were known to belong to gangs. Ninety five percent of the youth in this study were Caucasian.

This study found that 22% of the youth in this program successfully completed the terms of their probation, while 16% remained on probation with no new charges during the period of this study. During the period of the study, 5% of new charges for youth in Project Connect were drug/alcohol charges.

An average of 72% of youth in this program were involved in an educational activity during the period of this study, as well as a variety of educational-therapeutic groups offered by the Court and other agencies. Sixty three percent of youth who successfully completed probation also successfully completed their groups.

Fifty one percent of youth referred into this program received drug/alcohol assessments. Twenty two percent successfully completed drug/alcohol treatment. Forty seven percent were non-compliant with recommended substance abuse treatment services.

Finally, 19% of youth in Project Connect were placed on Electronic Monitoring and/or In-Home detention restrictions. A total of 4,595 days were used, days which might otherwise have been served in secure detention.

Probation officers, police officers and local drug/alcohol treatment providers have indicated that the program successfully increased communication among a variety of complex agencies, and assisted the community at large in monitoring sanctioning and rehabilitating youth within the project.

## The Costs and Impact of Prevention Programs

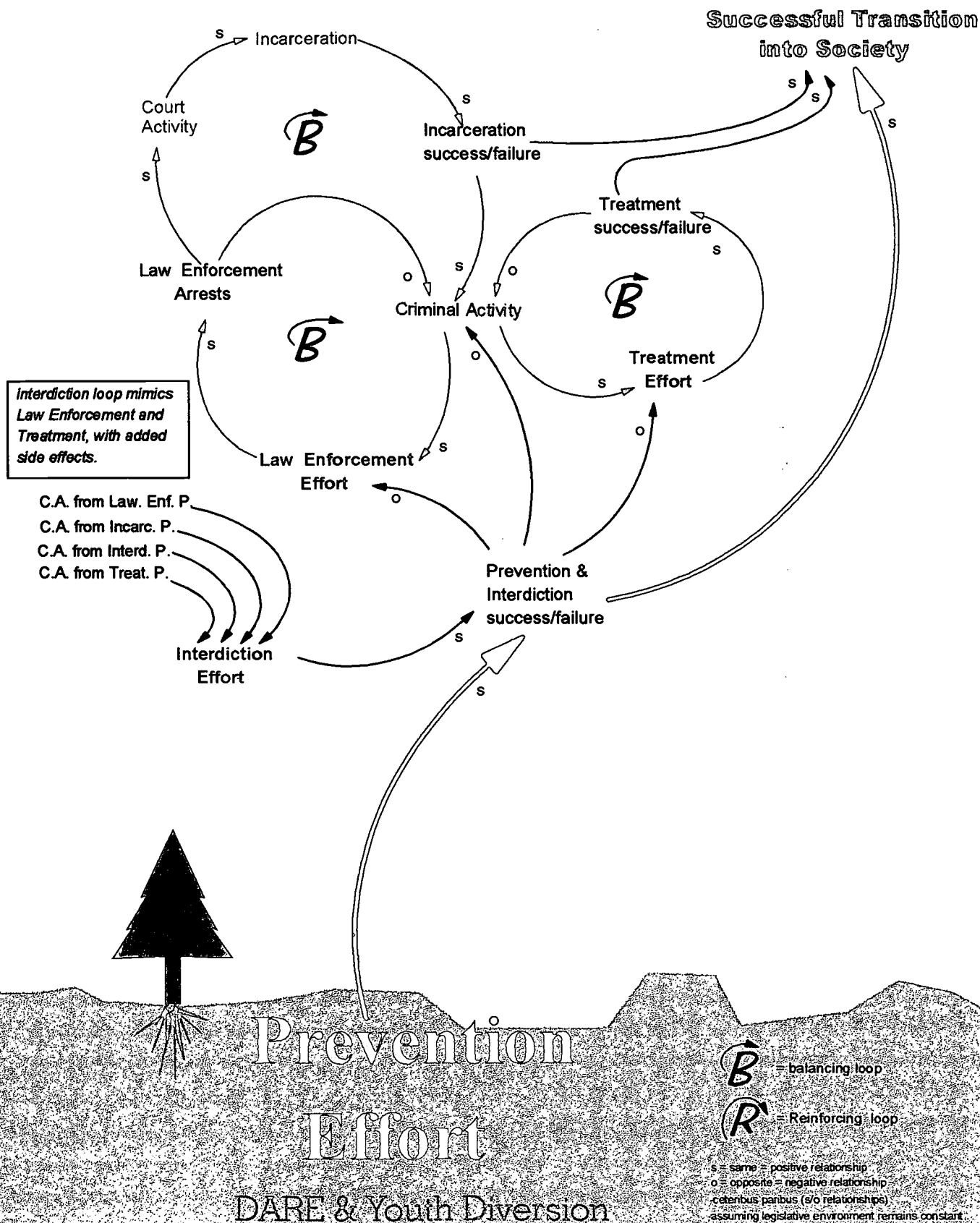
A comprehensive, balanced approach of implementing all programmatic strategies in the fight against drugs is necessary to maximize the positive impact for the lowest cost. The fight is a complex system requiring a simultaneous bastion of, prevention, treatment, prosecution, rehabilitation, law enforcement, incarceration, and interdiction.

This scenario begs the question on the relative impact of prevention programs. Rather than adhoc efforts, prevention programs seek a long-term approach in preventing the problem before it occurs, thus avoiding the adverse financial and social multiplier effects of drug use (page-22). Notice the path one takes without prevention efforts, or with failed prevention efforts. While these balancing loops are integral to protecting society if prevention efforts fail, the cyclical and lengthy nature of this path becomes quite expensive. However, if prevention efforts work on only a few people, we can avoid their costly path through the criminal justice system.

Many social scientists and other criminal justice pundits debate the impact of prevention, treatment, interdiction programs and the like. By definition, if these programs work equally well the prevention programs will have the greatest long-term impact. However, since time is continuous and the fruits of prevention programs are just taking root, it is apparent that a conglomeration of each of these programs best serve to blanket the drug abuse problem of our children today.

# Cyclical Nature of Preventive and Non-Preventive Programs

## "Getting to the Root of the Problem"



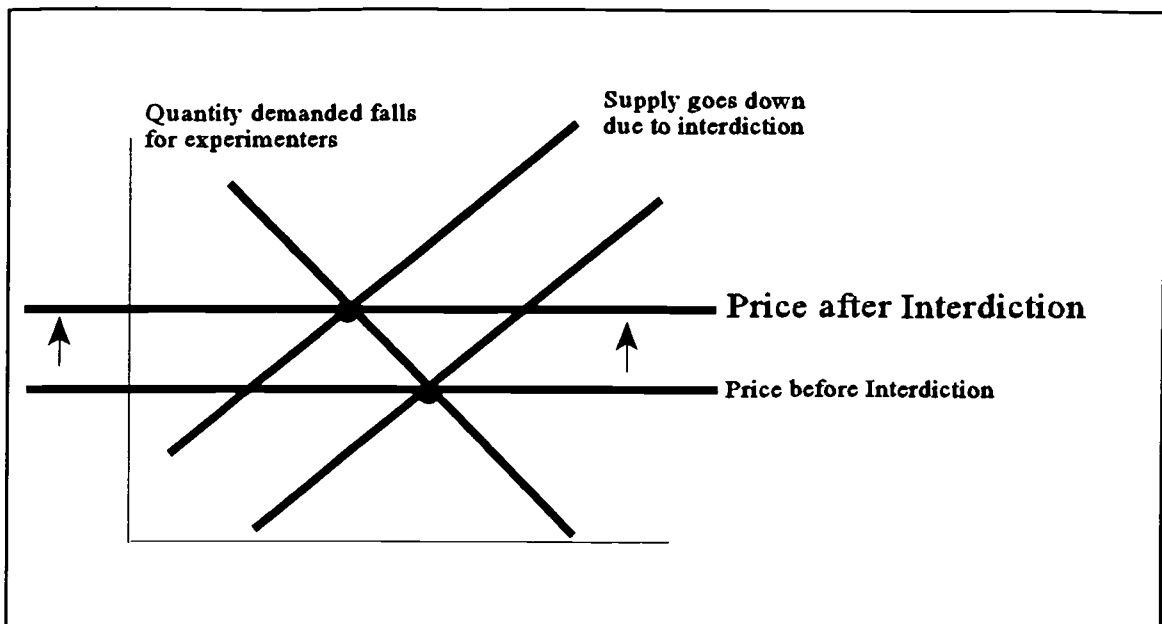
Since this report targets youth, the impact of prevention programs becomes magnified. Children have many years left to contribute to society, and if they are under the influence of drugs this contribution will be adverse and affect many more people than would an adult. Most social scientists find it untenable to quantify an exact financial, social, and emotional impact of prevention programs. This report simply draws scenarios of potential long-term costs to society due to drug abuse among our children. It will exhibit even the most conservative estimates of impact for prevention programs, and will demonstrate that such programs are quite cost effective and a boon to our social and financial well-being.

### **Long-Term Effects of Interdiction (The Good and the Bad)**

Interdiction is essentially the law enforcement effort of removing drugs from the street. The supply and demand model (page 24) depicts how the removal of drugs from the street will push the price of drugs upward. This method of fighting drugs in some respects can be labeled a prevention program. If the drugs aren't available and are far too expensive to purchase for experimentation, they will not frequently be purchased or pursued by someone who is not already addicted.

However, the caveat is that an addicted drug user becomes much more volatile. With the increased price of drugs, addicted users who have to commit crimes to continue their habit

17% of all offenses were to get money for drugs according to a BJS survey of inmates (BJS, 1991).



become desperate and simply commit more crimes to keep up with the price of drugs. The demand of an addicted drug user does **not** fall.

While interdiction is a vital component in the mission of fighting drug abuse, there are side effects that impact our state socially and economically. We can deter experimenters with high priced drugs but those that must commit crimes to fund their habit become a greater danger to society. Initially, the drug experimenter does not have an appreciable economic or social impact; only after addiction occurs does the economic and social impact become fully recognized.

## Statistical vs. Social Significance

Appendix B contains numerous DARE evaluations that have been conducted nationally. Many of the adversarial DARE evaluations claim that the relationship of drug prevention to the DARE program is not

statistically significant according to empirical analysis. Empirically, absolute claims must include scientific evidence such as high R-squared, chi-squared, or other statistically significant measures. However, the reader must also realize not all programs lend themselves to absolute quantification, and require anecdotal research to prove validity.

In some cases, One must consider the impact of a program even if it only has few successes. For example, a program which reaches a wide spectrum of individuals may successfully impact only one or two individuals, for which empirical analysis would indicate a lack of statistical significance. To be statistically significant to the scientific community, 95 of 100 people would have to have experienced appreciable impact.

However, if a program like DARE only positively influences one child in every thousand, the economic & social impact can't be quantified through short-term analytical procedures. If the program prevents one child from a lifetime of drug abuse and the crimes that potentially result from drugs, the program becomes quite cost effective. When the impact and costs of a lifetime, or even periods of drug abuse are calculated and discounted over time there is no question that the statistically insignificant program is clearly **socially and economically significant**. For instance, the scenario depicted on page 26 may only occur once in a few thousand instances, but the direct and indirect costs are outrageous when evaluated and discounted over time.

Potential Scenario

- 1- Drug Experimentation age 15
- 2- Drug Abuse by 17
- 3- Drug Addiction by 19
- 4- HS dropout - no college - no job
- 5- Commits crime to support habit-
- 6- Violent crime - murder (bad drug deal and the like...)
- 7- Death row or a life in prison.

Quantification of Costs

- Cost of Law Enforcement
- Cost of Prosecution (court costs)
- Cost of Rehabilitation
- Cost of Prevention
- Cost of Treatment
- Cost of Incarceration
- Cost of Death Penalty
- Cost of Transition into Society (Life Skills)
- Cost of Insurance
- Cost of Security
- Social loss of Murdered victims
- Loss to the Economy (murdered victim and prisoner = human capital)
- Genetician Cycle (Studies have shown the likelihood of a child trying drugs goes up if their parents tried drugs, leading to costs reiterated throughout generations).

This scenario by itself would cost society millions of dollars, prevention-based programs are a drop in the bucket compared to the expense of a lifetime of drug related crime.

The average cost of a youth in Idaho Juvenile Department of Correction custody is almost \$50,000 per year (IDOJC, 1996).

**Prison Costs**

State - From 1979 to 1993 drug offense population went from 6% to 22%.

Federal - From 1980 to 1994 drug offense population went from 25% to 61% (D2,ONDCP, 1996).

It is the sum of a lifetime of drug abuse that social scientists fail to quantify. Over a lifetime we come into contact with others and the impact of drugs not only affects the offender, but effects us all. After all, in this case "a penny of prevention is worth millions of cure."



## CONCLUSIONS

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As the “window of risk” continues to fall putting our younger children at greater risk, the need for innovative programs targeting the youth in Idaho is paramount. Idaho’s juvenile delinquency trends are negative, but far better than the national averages. Much of this success is due to local policy makers attacking the problems with a comprehensive strategy which includes several elements: Prevention, treatment, law enforcement, prosecution, incarceration, rehabilitation, and interdiction.

The youth programs funded by Byrne again this year include all of these elements in fighting juvenile delinquency and drug abuse. Also, Idaho has just developed and implemented a Department of Juvenile Corrections to fill the void created by the increasing rates of juvenile delinquency.

Idaho does utilize several of its resources in the prevention effort. As depicted earlier, prevention is the most cost effective method for fighting drug abuse and juvenile delinquency from a long-term perspective. Preventing one child a year from a future of drugs is substantially more cost effective than ad-hoc methods, should they become necessary. Prevention based programs are simply much more difficult to quantify or measure. This by no means should take away from adhoc programs that serve to alleviate the problems already created by drug abuse. But, the intangibles and unmeasurables in prevention programs should not be taken lightly due to the long-term cost effectiveness of these programs.

The good and bad consequences of effective interdiction were also discussed. The higher probability of getting caught along with higher



priced drugs make experimenting with drugs more difficult, thus exhibiting the prevention based component of interdiction. “Most people avoid caviar because it’s too expensive, not because they aren’t curious.”

However, there is also a caveat to interdiction efforts. When the price of drugs increase, unfortunately the demand of the addicted user does **not** decrease. The data indicate many addicted users must commit crimes to support their habit. Thus, when the cost of their habit is increased their criminal behavior increases to support the habit. Therefore, successful interdiction creates an environment of instability and volatility concerning the severe drug abusers. Nevertheless, interdiction is an important component in the formula for fighting the social maladies that arise from illegal drug use.

Idaho has made great strides in confronting juvenile delinquency and drug abuse, however, the battle may have just begun. Economic, social, cultural, legislative, demographic, and a variety of other factors contribute to the uncertainty in this new era. Therefore, Idaho’s comprehensive strategy needs to be incorporated with sound evaluations of its current programs, as well as new, innovative ones. We must learn from our mistakes, and the mistakes of others, in the development and implementation of programs targeting our youth.

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## Appendix A

# Idaho DARE listing

### **AMERICAN FALLS POLICE DEPT.**

Project Inception -1991  
Officer Larry Jones  
Officer Josh Campbell  
226-5922  
239 Idaho St., American Falls 83211

### **BENEWAH CO SHERIFF'S DEPT.**

Project Inception - 1990  
Officer Dean Salisbury Officer Fred  
Cruzan  
245-2555  
701 College Ave., St. Maries 83861

### **BINGHAM CO SHERIFF'S DEPT.**

Project Inception - 1990  
Officer Rick Otterstrom  
Officer Byron Howell  
Officer Marjorie Anderson  
Officer Paul Moore  
785-4440  
501 N. Maple, Blackfoot 83221

### **BLAINE CO SHERIFF'S DEPT.**

Project Inception - 1993  
Officer Jim Cleveland  
Officer Tosha Bradshaw  
788-5555  
PO Box 98, Hailey 83333

### **BONNER CO SHERIFF'S DEPT.**

Project Inception - 1991  
Officer Jim Peasha Officer Phylis Jay  
Officer John Black  
265-4378  
15 S 1st St., Sandpoint 83864

### **BONNERS FERRY POLICE DEPT.**

Project Inception - 1991  
Officer Mike Naumann  
267-2412  
102 Main St., Bonners Ferry 83805

### **BONNEVILLE CO SHERIFF'S DEPT.**

Project Inception - 1991  
Officer Boyd Guyman  
Officer Curtis Byington  
529-1239  
605 N. Capital Ave., Idaho Falls 83402

### **CALDWELL POLICE DEPT.**

Project Inception - 1994  
Officer Tony Thompson  
Officer Melvin McClain  
Officer Larry Baldwin  
455-3122  
605 Main St., Caldwell 83605

### **CASSIA CO SHERIFF'S DEPT.**

Project Inception - 1993  
Officer Kelly Hutchinson  
Officer Ryan Hutchinson  
678-9797  
129 E. 14th, Burley 83318

### **CHALLIS POLICE DEPT.**

Project Inception - 1991  
Officer Dave Nelson  
879-2386  
PO Box 587, Challis 83226

**CHUBBUCK POLICE DEPT.**

Project Inception - 1991

Officer Steve Heib

237-7172

P.O. Box 5604, Chubbuck 83611

**COEUR D' ALENE POLICE DEPT.**

Project Inception - 1990

Officer Mark Knapp

769-2320

P.O. Box 790, Coeur D'Alene 83814

**CRATERS OF THE MOON****NATIONAL MONUMENT**

Project Inception - 1992

527-3257

PO Box 29, Arco 83213

Park Ranger Marshall Neeck

**FRANKLIN CO SHERIFFS DEPT.**

Project Inception - 1996

Officer Ken Gedds

852-1234

39 N. Oneida, Preston 83263

**GEM CO SHERIFF'S DEPT.**

Project Inception - 1989

Officer Ron Coats

365-3521

415 Main, Emmett 83617

**GOODING CO SHERIFF'S DEPT.**

Project Inception - 1992

Officer Bill Johnson

934-4421

517 Colorado St., Gooding 83330

**HEYBURN POLICE DEPARTMENT**

Project Inception - 1994

Officer George Warrell

678-8158

PO Box 147, Heyburn 83336

**IDAHO FALLS POLICE DEPT.**

Project Inception - 1991

Officer Vince Harrison

529-1404

P.O. Box 50220, Idaho Falls 83405-0220

**JEFFERSON CO SHERIFF'S DEPT.**

Project Inception - 1991

Officer Mike Miller

745-9210

Courthouse, Rigby 83442

**JEROME CO SHERIFF'S DEPT.**

Project Inception - 1991

Officer Jeff Hasskel

324-8844

300 North Lincoln, Jerome 83338

**KOOTENAI CO. SHERIFF'S DEPT.**

Project Inception - 1990

Officer Donald Kline

664-1511

N. 5500 Government Way, Coeur  
D'Alene 83814**LATAH CO. SHERIFF'S DEPT.**

Project Inception - 1995

Officer Keith Wilson

882-2216

PO Box 8060, Moscow 83843

**LEWIS CO SHERIFF DEPT.**

Project Inception - 1996

Officer Damon Deter

937-2247

PO Box 206, Nez Perce 83543

**LEWISTON POLICE DEPT.**

Project Inception - 1990

Officer Dave Gobbi

Officer Jodey Mundull

746-0171

1224 F. Street, Lewiston 83501

**366 SECURITY POLICE SQD.**

Project Inception - 1994  
Officer Tim Winfrey  
Officer Lynne Jones  
587-2100  
Mtn. Home Air Force Base 83650

**MOUNTAIN HOME POLICE DEPT.**

Project Inception - 1995  
Officer Matthew Lucas  
587-2100  
125 S. 5th E, Mtn Home 83647

**MOSCOW POLICE DEPARTMENT**

Project Inception - 1993  
Officer Bob Marr  
Officer Tom Webber  
882-5551  
118 E. Fourth, Moscow 83843

**NAMPA POLICE DEPARTMENT**

Project Inception - 1994  
Officer Craig Kingsbury  
465-2256  
211 12th Ave So., Nampa 83651

**NEZ PERCE CO SHERIFF'S DEPT.**

Project Inception - 1990  
Officer Scot Gleason  
799-3131  
P.O. Box 896, Lewiston 83501

**ONEIDA CO SHERIFF'S DEPT.**

Project Inception - 1990  
Officer Bryan Bird  
766-2251  
10 Court St., Malad 83252

**OROFINO POLICE DEPARTMENT**

Project Inception - 1994  
Officer Duane Brightwell  
476-5551  
PO Box 1818, Orofino 83544-1818

**OWYHEE CO SHERIFF'S DEPT.**

Project Inception - 1994  
Officer Richard Freund  
495-1154  
Courthouse, Murphy 83650

**PAYETTE CO SHERIFF'S DEPT.**

Project Inception - 1994  
Officer Kay Moore  
642-6006  
1130 3rd Ave. North, Payette 83661

**POCATELLO POLICE DEPT.**

Project Inception - 1991  
Officer Garth Brown  
Officer Dan Gilbert  
234-6113  
P.O. Box 2877, Pocatello 83206-2877

**POST FALLS POLICE DEPT.**

Project Inception - 1990  
Officer Bill Guice  
773-3517  
P.O. Box 937, Post Falls 83854

**RATHDRUM POLICE DEPT**

Project Inception - 1994  
Officer George Willoth  
687-0711  
PO Box 67, Rathdrum 83858

**REXBURG POLICE DEPT.**

Project Inception - 1993  
Officer Bruce Bowler  
Officer Roy Klingler  
Officer Colin Erickson  
359-3008  
12 North Center St., Rexburg 83440

**SALMON POLICE DEPARTMENT**

Project Inception - 1991  
Officer Jodi Seybold  
756-4201  
200 Main St., Salmon 83467

**SHOSHONE CO SHERIFF'S  
OFFICE**

Project Inception - 1993  
Officer Steve Kohn  
556-1114  
PO Box 47, Wallace 83873

**ST. ANTHONY POLICE DEPT.**

Project Inception - 1991  
Officer Don Powell  
624-4482  
146 North 2nd West, St. Anthony  
83445

**TETON CO SHERIFF'S DEPT.**

Project Inception - 1991  
Officer Brad Averett  
354-2323  
PO Box 459, Driggs 83422

**TWIN FALLS PUBLIC SERVICES**

Project Inception - 1991  
Officer Brian Pike  
Officer James Munn Jr.  
Officer Anthony Barnhart  
Officer Steve Beakula  
Officer Tim Green  
736-2260  
PO Box 1907, Twin Falls 83301-1907

**TWIN FALLS CO SHERIFF'S  
DEPT.**

Project Inception - 1991  
Officer Jim Tuttle  
Officer Dan Thom  
736-4040  
PO Box 146, Twin Falls 83301

**VALLEY CO SHERIFF'S DEPT.**

Project Inception - 1993  
Officer Rick Harwood  
382-4202  
PO Box 1078, Cascade 83611

## Appendix B

### Chronology of National DARE Research

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#### 1988 Report on DARE in Los Angeles

**Summary:** Surveyed 8th graders (n=498) who had received DARE in the 6th grade. Compared these responses to 8th graders (n=163) who had not been exposed to DARE.

**Results:**

- (1) DARE students had significantly lower use of alcohol, tobacco, inhalants, and heroin 2 years post-DARE.
- (2) The reductions in use were especially significant for boys rather than girls.
- (3) No significant differences were found between DARE and non-DARE groups in rates of alcohol, tobacco and other drug (ATOD) use by the student's friends, siblings, and other household members.

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#### 1990 Report on DARE in Los Angeles

**Reference:** DARE evaluation report for 1985-1989, conducted by the evaluation and Training Institute in 1990.

**Summary:** Started with 6th graders who had received DARE. Then measured the same students 2 years later in eight grade. Control population: matched population of students who had not received DARE. Conducted an annual longitudinal survey of the same DARE and non-DARE students over a 4 year period and analyzed school records. The drug use questions were compared over the two-year period from the 1985-1986 school year to the 1987-1988 school year. School record reviews were conducted over the entire period from 1985 to 1989.

**Results:**

- 1) DARE students had significantly lower tobacco use than non-DARE students.
- 2) DARE students had significantly lower cocaine use than non-DARE students.
- 3) DARE students had more negative attitudes about drug use than non-DARE students.
- 4) DARE students had fewer reported discipline and defiance problems than non-DARE students, as determined by school record abstraction.
- 5) However, no significant differences were found in teacher ratings of student work habits or attendance between the DARE and non-DARE students.

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#### 1987 National Institute of Justice DARE Evaluation

**Reference:** DeJong, W. A Short Term Evaluation of Project DARE: Preliminary Indications of Effectiveness. *Journal of Drug Education*, 17, 279-294 (1987) NIJ.

**Summary:** Measured knowledge, attitudes, and self-reported ATOD use among 7th graders who had received DARE in 6th grade (n=288). Measured the same variables for 7th graders who did not receive DARE (310).

- Results:**
- 1) Found significantly lower ATOD use among DARE students vs non-DARE students.
  - 2) Findings were strongest among boys.
  - 3) Those DARE students who had used ATOD were more likely to have used ATOD only once.
  - 4) DARE students were more likely to refuse offers of ATOD in role playing, when imagining being pressured into use by friends.
  - 5) Found no significant differences in self-concept or self-esteem between DARE and non-DARE students.
  - 6) Found no significant differences in knowledge and attitudes about ATOD use between DARE and non-DARE students.
- 

### Long Beach California DARE Evaluation 1989

**Reference:** Becker H. And Agopian M.J. Drug Education, 22, 283-291 (1992).

**Summary:** 5th graders who received DARE in Fall 1989 (n=app 1500 students). Administered pre- and post-DARE surveys; separated by approximately 18 weeks. Control group: approximately same number of non-DARE students who received pre- and post-DARE surveys.

- Results:**
- 1) DARE students were more likely to abstain from using drugs from the time of pre and post-test evaluations, while non-DARE students were more likely to use drugs during the testing period.
  - 2) Interestingly, both groups experienced an increase in alcohol use, indicating a need for "instructional reinforcement" about consequences of alcohol use.
  - 3) There were no significant differences between DARE and non-DARE students in respect to ATOD knowledge, self esteem, family relationships, and peer group stress.
  - 4) Group results were however, in the expected direction: increased knowledge less likely to try drugs; high self-esteem less likely to try drugs; closer to family ties, the less likely to try drugs; greater peer pressure mor likely to try drugs. Results were not reported for student attitudes toward local law enforcement.
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### Charleston, SC DARE Evaluation, 1989-1990

**Reference:** Harmon M. Results from a DARE Study Conducted in Charleston, South Carolina. Institute of Criminal Justice and Criminology, University of Maryland, 1991.

**Summary:** Administered pre- and post-DARE evaluations to 295 students who received DARE. The pre- and post-DARE evaluations were approximately 20 weeks apart.



Pre- and post-DARE time farms evaluations administered to 307 students who did not receive DARE.

- Results:
- 1) DARE students were less likely to use alcohol in the last 30 days.
  - 2) DARE students were equally likely to use tobacco and other drugs as compared to non-DARE students.
  - 3) DARE students had more healthy attitudes about ATOD use.
  - 4) DARE students were more assertive.
  - 5) DARE students were less likely to model peer drug use.
- 

## North Carolina DARE Evaluations: 1989 Report of DARE in North Carolina, Preliminary Report

Reference: North Carolina Department of Public Instruction conducted an evaluation of DARE in Fall 1988. Paper presented by Christopher Ringwalt at American Public Health Association meeting, 1989.

Summary: Conducted a short term evaluation, with pre- and post-tests given immediately before and immediately after the DARE Curriculum (separated by approximately 17 weeks). Examined students in 12 schools with DARE and 13 schools without DARE. The two groups were approximately equivalent on racial and socioeconomic factors. Both DARE and non-DARE groups received the pre- and post-tests at about the same time.

- Results:
- 1) DARE students were significantly more likely to view drug use and its consequences as undesirable.
  - 2) DARE increased students' assertiveness (and thus, potentially, their ability to say no to drugs).
  - 3) DARE students were more likely to recognize deceptive and misleading images and messages in alcohol and tobacco advertising.
  - 4) DARE students more likely to report that their friends and peers held unfavorable attitudes about ATOD.
  - 5) However, there was no evidence that DARE increased student's self-esteem.
  - 6) Also, there was no evidence that DARE actually reduced students' use of alcohol, tobacco, and other drugs (ATOD).
  - 7) Also, there was no evidence that DARE reduced students' intention to use ATOD at some point in the future.
- 

## 1991 report of DARE in North Carolina: Report of full study of DARE in North Carolina

Reference: Ringwalt, Christopher R., Ennett, Susan T., and K.D. Holt. An Outcome Evaluation of Project DARE (Drug Abuse Resistance Education). Health Education Research, 6, 327-337 (1991).

**Summary:** Evaluated 10 schools with DARE, 10 schools without DARE. Conducted pre- and post-testing for both groups with tests separated by 17 weeks (n=635 DARE subjects, n=635 non-DARE subjects).

- Results:**
- 1) No evidence that DARE reduced adolescents' use of alcohol, cigarettes, or inhalants.
  - 2) No evidence that DARE reduced adolescents' future intention to use these substances.
  - 3) DARE did increase students' awareness of media portrayals of ATOD.
  - 4) DARE did increase adolescents' awareness of the consequences of ATOD use.
  - 5) DARE did increase students' assertiveness.
- 

## Kentucky DARE Evaluation 1989

**Reference:** DARE in Kentucky Schools 1988-1989. An Evaluation of the Drug Abuse Resistance Education program. Faine, J. and Bohlander E. (1989).

**Summary:** Kentucky conducted a 5 year longitudinal DARE evaluation and follow-up study. Funded by National Institute of Drug Abuse (NIDA). Research conducted by the Center for Prevention Research at University of Kentucky. This study monitored approximately 1500 students who received DARE in the 5th grade in Lexington KY during the 1987-1998 school year, compared to approximately 500 students in the same school system who did not receive DARE during the 6th grade in 1987-1988. These students were tracked and surveyed annually through the 10th grade (1991-1992 school year) to determine whether DARE influenced their ATOD use and attitudes.

- Results:**
- 1) DARE did not significantly increase resistance to general peer pressure (on topic other than ATOD).
  - 2) DARE students actually had lower resistance to peer pressure to alcohol/drug use than non-DARE students.
  - 3) There were no significant differences in DARE vs non-DARE students on positive attitudes toward drugs.
  - 4) DARE did not change students attitudes toward cigarette use.
  - 5) DARE did not change students attitudes toward alcohol use.
  - 6) DARE did not change students attitudes about marijuana use.
- 

## Colorado DARE Evaluation 1990

**Reference:** An Evaluation of the 1989 DARE Program in Colorado. Dukes, R. Center for Social Science Research, University of Colorado (1990).

**Summary:** n=1250 students 5th and 6th graders who received DARE. Control Group: no non-DARE control group. DARE-exposed students received pre- and post- test were separated by approximately 18-19 weeks within a semester.

- Results:
- 1) DARE students had significantly more negative attitudes toward drugs on the post-test as compared to the pre-test.
  - 2) DARE-exposed student's self-concept, personal skills, and attitudes toward police also improved pre-test to post-test.
- 

## Illinois DARE Evaluation 1991

**Summary:** The DARE evaluation project began during the 1989-90 school year. The evaluation is scheduled to continue as a longitudinal study tracking DARE and non-DARE students for 7 years. To date, the DARE and non-DARE students have received one pre-test and two post-tests. The pre-test was administered prior to the DARE program. Post-test1 was administered immediately after completion of the DARE program. Post-test2 was administered 9 months after completion of the DARE program and 12 months after the initial pre-test. Tested DARE and non-DARE 5th and 6th graders at pre-test February 1990 and tested the same students at post-test2 as 6th and 7th graders 12 months later in February 1991.

**Results: Post-test2**

- 1) DARE did not reduce adolescents' alcohol use.
- 2) DARE did reduce lifetime cigarette use, which was attributed to preventing non-users from initiating smoking.
- 3) However, DARE did not reduce 30 day cigarette use (i.e. did not influence current smokers to quit).
- 4) DARE did change students' perception about media influences concerning beer and cigarettes.
- 5) DARE did increase resistance to peer pressure.
- 6) The immediate effect of DARE self esteem and assertiveness (as measured immediately after the completion of the DARE program) did not persist to the post-test2 period (9 months after the completion of DARE).

**Continuation study: School Record Results from the Illinois DARE Evaluation:**

**Summary:** The school records of a separate post-hoc selected sample (control group) of matched students who did not receive DARE were compared to the school records of students receiving DARE. The school performance information was obtained by school record abstraction and from a short survey of academic issues administered to the students approximately 15-16 months after the DARE pre-test (May - June 1991). Approximately 250 DARE and 250 non-DARE students (n=500).

- Results:**
- 7) DARE did not improve academic performance, as measured by the students' self-reported GPA or by the actual GPA as abstracted from school records.
  - 8) DARE did not decrease the number of times a student was tardy.
  - 9) DARE did not decrease the number of times students reported being "in trouble at school".
  - 10) DARE did not decrease the number of times students reported that they had cut classes.

- 11) DARE did not decrease the number of times a student had been referred to the school social worker.
  - 12) However, DARE did improve some social behaviors at school. DARE students were less likely to have school disciplinary records than non-DARE students.
- 

### Gallup Survey, July 1993

- Summary:** Telephone survey of a national sample of n=632 young people age 11-18 who have completed DARE, with a margin of error at +/-5%.
- Results:** More than 90% of youth felt that DARE helped them avoid alcohol and drugs, increase their self confidence and deal effectively with peer pressure. No control (non-DARE) or pre-DARE groups were surveyed.
- 

### Truth and DARE: Tracking Drug Education to Graduation and as Symbolic Politics

- Reference:** Wysong, Earl; Aniskiewics, Richard: and David Wright. Social Problems. Volume 41, number 3. 1994 pp.448-472.
- Summary:** In the 1987-1988 a post-test approach was utilized in analyzing DARE and non-DARE students after five years to test for retention of DARE. A sample of 623 seniors in high school was obtained, 288 of which were previously exposed to DARE in middle school and 335 seniors who were not exposed to DARE.
- Results:** 1) The 5th grade pre-test and post-test analysis indicated significant increases in post-test scores for DARE students.  
2) There was no significant differences in test scores between exposed and non-exp..
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### Reducing the Risk of Drug Involvement Among Early Adolescents

- Reference:** Harmon, Michele Alicia. Evaluation Review. V-17, N-2. 1993. pp. 221-239.
- Summary:** A pre-test/post-test with a nonequivalent control group design was used. Schools were matched based on several characteristics; number of students, percent of students receiving free or reduced lunch, percent white..... Students from both groups were administered a self-report questionnaire immediately before and after DARE instruction. The sample consisted of 708 5th graders from Charleston County, South Carolina.
- Results:** Positive significant differences were found between DARE students and the control group for the following measures;  
1) Alcohol use in the last year; Attitudes toward substance abuse; assertiveness; positive peer association; and association with drug-using peers.

- 2) However, there were no significant differences found between the DARE and control groups for measures of social integration; attachment and commitment to school; rebellious behavior; and attitudes toward law enforcement.

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### An Evaluation of DARE (Drug Abuse Resistance Education), Using a Solomon Four-Group Design with Latent Variables.

**Reference:** Dukes, Richard L; Almoign, Jodie B.; and Judith A. Stein, Evaluation Review. Volume 19, number 4. 1995. pp. 409-435.

**Summary:** From 1990-1993 researchers implemented a sophisticated Solomon four group design using three cohorts using classrooms as its units of analysis. The sample consisted of 9,552 5th grade students in 440 classrooms in Colorado Springs, Colorado. Existing measure of self-esteem were used (Rosenberg, 1965). Resistance to peer pressure, bonding with institutions (e.i. family, education, and law), acceptance of risky behavior, and attitudes toward ATOD use, were also used.

**Results:** 1) Immediate effects show classes exposed to DARE had higher levels of self-esteem and institutional bonding, and tended to endorse risky behaviors less often.  
2) In Addition, DARE participating classes had higher levels of peer pressure resistance, increased institutional bonds, and a lower acceptance of risky behaviors.

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### Cops in the Classroom: A Longitudinal Evaluation of Drug Abuse Resistance Education (DARE).

**Reference:** Rosenbaum, Dennis P; Flewelling, Robert L.; Bailey, Susan L; Ringwalt, Chris L; and Deanna L. Wilkinson. Journal of Research in Crime and Delinquency. Volume 31 number 1. 1994. pp. 1-31.

**Summary:** Elementary schools were first matched in pairs by school type, ethnic composition, number of students with limited English proficiency, and percent of students in the school who were from low income families. Schools were than randomly assigned to receive DARE while the other school would not. Fifth grade students were than surveyed prior to DARE instruction, and again the following semester. Multiple post-test evaluations were planned. Pre-test differences between the two groups were not significant, indicating an adequate control group had been selected. The sample consisted of 1,800 5th graders.

**Results:** 1) There were no statistically significant differences between DARE and non-DARE groups for initiation of alcohol and cigarettes, increased use of substances, or quitting behaviors. Results for these measures were suggestive of a favorable DARE effect except for increased use of alcohol.  
2) DARE exposed students were more likely than non-DARE students to recognize negative media influences.

- 3) When examining various socio-demographic characteristics (e.g., gender, race, family structure, urban/rural) several important differences were found.
  - 4) Over all, the study found little differences between DARE and non-DARE students.
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## Ohio DARE program Evaluation

Reference: Donnermeyer, Joseph Ph.D., The American Drug & Alcohol Survey, Ohio State University. Volume XXIII, number 1. Spring 1996.

Summary: The third phase of this study focused on the program evaluation of drug prevention programs. The student surveys were conducted among 11th graders in Ohio school systems. Four types of schools were included in this study: high schools who sponsor the senior high DARE program and who have DARE in their feeder elementary and junior high schools; high schools without DARE who have feeder elementary and junior high schools with the program; high schools without DARE who have feeder elementary schools with the program but junior high schools without it; and high schools without DARE who have no feeder schools with DARE.

Results: Results indicate that 11th grade students who have participated in DARE at two different grade levels show lower overall drug involvement than 11th graders who have never been exposed to the DARE program.

- 2) Also students who had elementary training that was further reinforced with later training were less likely to be involved with drugs.
- 3) DARE students were found most likely to say "NO" to drugs.
- 4) DARE students scored higher on a scale that measured their communication with family members about the dangers of drugs.

## Appendix C

### State Evaluation Plan - FY 1997

The Evaluation Unit will monitor quarterly and annual reports of the evaluation of each Byrne funded DARE program in Idaho. The BJA (Bureau of Justice Assistance) defines 12 critical components to the success of a DARE program. While it is not practical to expect every program in its diversity to be able to adhere to all critical components listed, the Evaluation Unit will use these components as a measuring instrument in gauging the direction of the DARE programs in the state of Idaho. Some of these targeted goals are not mandated by DARE America and therefore are not absolute requirements of DARE programs in Idaho. However, it's the pursuit of these long range goals that will fuel success in the future.

#### Critical DARE Components:

- 1- **Joint Planning** - Involvement and collaboration of law enforcement and education agencies should begin early in the planning process.
- 2- **Written Agreement** - Law Enforcement and education agencies should establish a contract that spells out mutual commitment, respective police and school roles, and partnership responsibility.
- 3- **Officer Selection** - The officer selection process should involve screening and police-school panel interviews of officer candidates.
- 4- **Officer Training** - Intensive seminars should be jointly conducted at accredited training centers by specially trained law enforcement and education personnel.
- 5- **Curriculum** - The tested and validated DARE curriculum should be faithfully replicated.
- 6- **Classroom instruction**. Classroom instruction should follow the format described earlier in this fact sheet and should be taught by trained law enforcement officers with assistance from certified teachers.
- 7- **Officer appraisal** - Procedures that monitor and assess an officer's classroom performance should be established.
- 8- **Informal Officer-student interaction** - The program should include time for the officer to interact informally with the students on the playground, in the cafeteria, and at student assemblies.

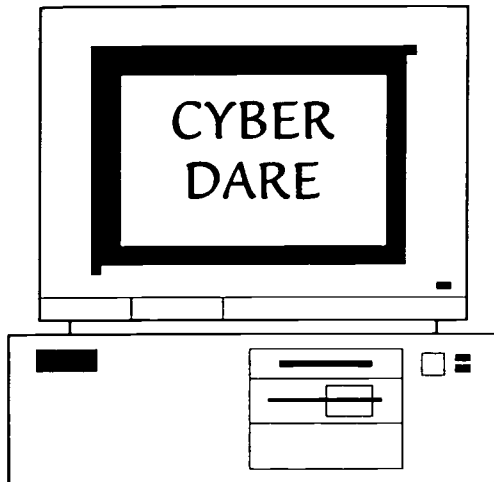


- 9- **Teacher orientation** - At the beginning of the school year, an orientation should be conducted in which the DARE officer familiarizes teachers with the DARE curriculum and explains officer and teacher roles.
- 10- **In service training** - Continued officer training should be provided to ensure effectiveness, accuracy, and currency in teaching strategies.
- 11- **Parent Education** - Each semester, a parent education evening should be held in which DARE officer explains the program and gives parents the opportunity to review the curriculum. In addition, a parent component, as outlined earlier in this fact sheet, should be developed.
- 12- **Community presentations** - Police, educators, and others committed to the success of the DARE effort should meet with groups from all segments of the community to promote understanding and support.

## Appendix D

# DARE INTERNET SITES

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DARE has entered the information superhighway en route to spreading research and information on DARE programs throughout the US and the world. Below you will find Internet addresses that will connect you to home pages consisting of research, proponents, adversaries, officers, and other citizens interested in DARE.

*\*keep in mind to date the Internet is only regulated marginally and any views and information at these addresses may just be opinions or contain some falsehoods.*

*\*for example <http://www.DARE.org> is a misleading site for which DARE America has no affiliation.*

### **GREAT LINKS to DARE**

<http://www.daring.com/dare/darelink.html>  
<http://www.mcs.net/~jra/police/pages/dare.htm>  
<http://www.pressenter.com/~davewest/dare.htm>

Great sites to **START**  
your surfing

### **DARE MERCHANDISE**

<http://www.calcom.com/dare/default.html>

### **DARE - MOSCOW, IDAHO**

<http://www.uidaho.edu/~police/dare/dare.html>

A homepage from IDAHO

### **DARE RESEARCH**

<http://www.hyperreal.com/drugs/politics/dare/dare.evaluations>

-North Carolina DARE evaluations 1989

<http://www.welcomehome.org/cohip/dare-rev.htm>

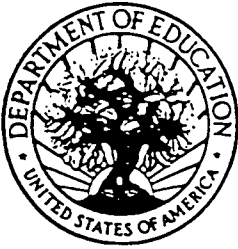
-A collection of several DARE evaluations

<http://www.turnpike.net/~jnr/dareart.htm>

-USA TODAY, Denis Cauchon

<http://www.soros.org/lindesmith/tlcdare.html>

-An adversarial evaluation of DARE



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